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A. E. WINSHIP.....EDITOR

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N. E. A. meets in Indianapolis, June 28 to July 3.

JAYWALKERS IN SCHOOL

We have no idea what "jaywalker" means, when it was discovered or created; nor do we know when or where, how or why it came into our language, but we do know what it means today in automobile parlance. It is persistent insistence upon going where you ought not to go, when you ought not to go there. Automobiles kill more jaywalkers than all other classes of adults, because they cross the street between crossings. Los Angeles established a police ordinance last January which penalized any one crossing a street at any point except at crossings. There is a cash or jail fine for jaywalking.

A jaywalker is also one who tries to cross at a street crossing at the wrong time. Anyone who tries to defy a traffic cop or an automatic signal is a jaywalker, is a criminal. Sooner or later there will be penalties, fine or jail, for all jaywalkers. There seems to be a vicious trait in the American blood which makes one feel that he has a right to do whatever he feels like doing whenever he feels like doing it.

The schools and churches are failing in their mission if they do not combine the influence of pulpit and classroom for the elimination of the jaywalker spirit in America by training the young to desire to go where they ought to go, when they ought to go there, and not to want to go where they ought not to go when they ought not to go there. Isn't it quite as important a training for the golden streets of the New Jerusalem to be safe on the streets of Los Angeles and Boston in these days of automobiles as it is to be familiar with the texts about oxen on the streets of the old Jerusalem?

Isn't it quite as important that boys and girls observe the traffic laws of Chicago and Seattle as it is that they know the correct use of the predicate adjective or the limit of the glacial invasion a hundred thousand years ago?

We resist the temptation to refer to a possible danger of superintendents, principals, and teachers being tempted to be professional jaywalkers.

The famous new curriculum will surely include study of some subject that will have boys and girls learn to resist temptation to desire to be jaywalkers in school, at home, at play, anywhere, anytime.

The editor of a paper in Wisconsin in an editorial criticised the spelling of the school children, and the school board issued a challenge to any twelve business men to spell against twelve eighth-graders. Not only did the youngsters spell down the business men, but the editor of the paper that made the criticism was the first to go down.

ANOTHER BOSTON UNIVERSITY ADVANCE

Arrangements whereby student nurses may combine their training with collegiate work and at the end of their course receive a university degree have been completed between the Massachusetts Homeopathic Hospital and the School of Education of Boston University. The nurses receive their technical work at the hospital, take courses in sciences and in medicine at the School of Medicine of Boston University, and complete the course with a series of studies at the School of Education, becoming eligible for the degree of Bachelor of Science in Education from Boston University. The nurses may train for various positions in which a university degree is highly necessary. Upon completing the course the nurses are fitted for teaching nurse training, for hospital administrative work, and for the very highest type of school nursing.

At the School of Education the students are required to fulfill the regular requirements for the degree, but credit is given for much of the work done at the hospital and at the School of Medicine. Education, psychology and other subjects are covered just as thoroughly as in any other course given by the School of Education.

PRESIDENT BURRIS OF MUNCIE

Eastern Indiana is to have a state educational institution every way worthy of the state and of this highly prosperous section of the state, something which was greatly needed and desired. It is to be directed by Hon. Benjamin J. Burris, a man of eminent ability who appreciates every detail of the professional problem involved and whose personality appeals to all the people, professional and otherwise. We have never known just such a combination of favoring circumstances as those clustering about the history of this State Teachers College, which the Messrs. Ball of Muncie have made possible, and the selection of a president whose professional activities for several years have prepared for professional and personal leadership in this enterprise.

The inauguration of President Burris was in every way worthy the significance of the event. His successor as state superintendent, Hon. Henry H. Shepard, had the post of honor on the program as the official educational leader of the state, and Dr. Edward C. Elliott, president of Purdue University, the latest university president to come to the state, was given the opportunity to make the address which welcomed Mr. Burris to the presidential fraternity, which he did in his specially graceful and gracious manner.

There were other highly appropriate addresses, all breathing the spirit of rejoicing that Indiana is to have such a professional institution with such a worthy leader. These addresses were by Dr. William L. Bryan, president of the State University; Dr. L. N. Hines, president of the State Teachers College at Terre Haute, who has been god-father to the school while as a branch of the Terre Haute school it was arranging for a president; Dr. W. W. Parsons, president-emeritus of Terre Haute, of which he was president for many years; Jonathan Rigdon, of Central Normal College at Danville, and others.

HEALTH PROGRAM STUDY

Twenty-eight states and the District of Columbia are represented in the enrollment of public, private, and parochial schools, for the study of the school health program to be conducted by the American Child Health Association. The purpose of the study is to gather all valuable data from the health programs submitted by the various schools. The achievements and suggestions offered will be published in a report that will serve as a source of information for other schools.

The committee will announce the three winning schools at the beginning of the school year in September. The Association is offering one thousand dollars to be divided among the three schools contributing the most valuable programs. This award is to be used to further the health program of the school.

The salient points on which the committee will make their recomendations are: (1) Health Training and Instructions (the development of good health habits, desirable attitudes and practical health knowledge); (2) Hygienic Arrangement and Administration of the School Program for the Pupil and Teacher; (3) Physical Training Program; (4) Hygiene of the School Plant. The schools have been entered under code numbers in order that the committee may give them an unbiased rating.

SECRETARY CRABTREE

Secretary J. W. Crabtree has completed his second term of four years each as secretary of the National Education Association, and has been heartily and unanimously re-elected for another term of four years.

When we recall what the Association was before his service began, and then think what it now is, and realize how much of this progress has been due to Secretary Crabtree we wish we had at command words for adequate expression of appreciation. It has been largely "headquarters functioning" that has achieved the big things. The all important features in any management are: (1) Selecting the right persons for the right work at the right time; (2) securing such co-operation and harmony as to get the most and best results all the time without friction; (3) so managing the relation of headquarters to the ever changing interests outside as to avoid any successful rebellion such as is always on the lookout for an excuse for advocating "a change."

We can speak with emphasis because we have never been a part of the machinery of headquarters. We have no possible personal reason for commending the "management," and from an intimate acquaintance and strong personal attachment to every secretary the Association has had in charge of a headquarters we say gladly (1) that the problems have been vastly more complex and perplexing in these eight years than ever before; and (2) there has never been less friction or greater efficiency than there is today. The unanimous election of Secretary Crabtree represents an equal unanimity throughout the educational field far and near, high and low.

HONORING DR. BALLOU

Frank W. Ballou, superintendent of Washington and president of the Department of Superintendence of the National Education Association, has demonstrated that he is in every way, scholastically and educationally, scientifically and professionally, temperamentally and in personality, the right man in the right place as the leader of education in the capital city of the great Republic of the world.

Washington, D.C., is infinitely more difficult to administer educationally than is any other city in America, and Dr. Ballou has created problems, civic, social and professional, for

the sake of having them solved. Most persons dodge problems, but when Ballou sees one in the offing he takes an aeroplane and goes out to meet it. He wants the rascals to know that he knows they are on the way. As a result he has created all liable problems and has solved problems that were supposed to be impossible of solution.

Ballou's creation of problems reminds one of the experience of a college professor in Colorado, who, one evening, in a movie theatre picked up a big bit of Wrigley's product in the middle of the back of a new summer suit. He had all sorts of trouble to find how to remove it without injury to the new coat. At last the chemist of the institution said: "Put lard on it when you retire and it will disappear in the night."

"Yes, but there'll be a grease spot there," said the professor.

"Oh, it is easy to eliminate the grease spot," said the chemist. Dr. Ballou has never expected to find a way to escape trouble, but he has changed the dangerous subtle problem into a problem in the open that the public would take care of.

The election of Dr. Ballou to the presidency of the Department of Superintendence at Cincinnati had unusual significance as a tribute to his notable and noble achievements in Washington, and on April 18 a committee of Washingtonians, of which Dr. F. E. Farrington was chairman and H. E. Warner was secretary, gave Dr. Ballou one of the best local banquets, with a national flavor, that has honored any superintendent of schools. J. W. Crabtree was chairman of the committee of arrangements; Dr. A. C. Monahan, of publicity; Dr. Henry Grattan Doyle, of invitations; Frank W. Collier, of speakers; Thomas W. Sidwell, of finance; E. N. C. Barnes, of music.

PATENTS FOR COLUMBIA

Hereafter, Columbia University will take over patents arising from discoveries made in its own laboratories. According to announcements made by Secretary Frank D. Fackenthal, the trustees acted upon the recommendation of the committee on education "that while no university officer should be under compulsion to assign to the university any patent that might be issued to him for a discovery of his own, even if that discovery were made in the university's laboratories, nevertheless the university should be prepared to accept the assignment of such patents in cases where that action approves itself to the judgment of a competent university authority."

An administrative board of university patents has been established with the following members: President, Nicholas Murray Butler; treasurer, Frederick A. Goetze; Frederick Coykendall and Archibald Douglas, trustees; Walter I. Slitcher, professor of electrical engineering; Ralph H. McKee, professor of chemical engineering; Frederick T. Van Beuren, Jr., associate dean of the medical school; Thomas Ewing, a graduate of Columbia College in the class of 1885; Dr. Milton C. Whitaker, director of the American Chemical Society and former professor of chemical engineering.

"The administrative board has been given authority in their discretion, subject to the direction and control of the trustees, to accept for and on behalf of the university, by assignment or otherwise, either directly or through trustees or holding corporations, patents, patent applications, royalties, licenses or rights therein covering discoveries, inventions or processes, whether produced by members of the teaching staff of the university by use of university laboratories or otherwise."

The purpose of this change in administrative policy is to protect the discoverer or inventor of a patentable article or process, to insure that the public be served under the best possible conditions and at a reasonable price, and to enable the university itself to share in the benefits of the patent, to the end that the funds at its disposal for the promotion of research may be increased. Members of the Columbia faculty have expressed the opinion that the new policy is likely to have a far-reaching influence upon both education and industry, and to bring a new sense of security to the laboratory worker.

The convention at Edinburgh promises to be an event of international importance. George C. Pringle, secretary of the Educational Institute of Scotland, is the head of the convention affairs in Scotland. He states that the delegates to the World Federation are already assured of hearing the most distinguished citizens of England and Scotland. Among them will be:—

> J. M. Barrie and H. G. Wells; the Premier of Britain, the Hon. Stanley Baldwin, and Lady Astor, the American who has taken so leading a part in British politics. King George has promised recognition.

The meeting two years ago in San Francisco was attended by sixty nations. Since that time a number of National Teachers' organizations have been formed from what were formerly merely scattered local Teachers' Associations. The most recent of these are Norway, Finland and France. It is a wonderful thing for the teachers of the world to join hands across the traditional political borders of nations. Nothing is more prophetic of lasting peace than this World Federation of those in whose hands lies the education of the youth of the world.

THREE DAYS IN OHIO

A. E. WINSHIP

LAKEWOOD, OHIO

Lakewood is one of the largest residential suburbs of Cleveland. From 1912 to 1922 the population increased from 15,000 to 42,000.

J. M. H. Frederick, superintendent of Lakewood from 1896 to 1909, found a teaching corps of eleven, and thirteen years later left a corps of sixty-eight when he went to Cleveland as superintendent, but in those years with those few teachers he made a reputation that gave him one of the best positions in the state. But he left Lakewood just as the tide was turning. When Superintendent C. P. Lynch came to Lakewood's leadership in 1911 the school enrollment had doubled in four years, going from 1,513 in 1907 to more than 3,000 in 1911.

In ten years under Superintendent Lynch, 7,692. When Mr. Lynch became superintendent in 1911 there were about 2,300 in the first three grades, and now there are more than 5,000. There were about 500 of Junior High School age and now there are more 2,000.

There were in Senior High School years about 250, and now there are 1,200. There were seventy-seven teachers in the system, and now there are more than 350.

Mr. Frederick had $3,000 when he left the superintendency to go to Cleveland, and Superintendent Lynch has $7,000.

Superintendent Lynch has to have the best of everything, for the best of Cleveland people —such as Superintendent R. G. Jones—have come with their children for the schools. He has an assistant superintendent, supervisors of elementary schools, of art, of music, of writing, of physical education, of industrial and special schools, making a supervisory force of eight experts.

Mr. Lynch has given the schools and school work of Lakewood an exceptional personality, with excellent scholarship and highly vitalized professional ideals.

Mr. Lynch is as prominent a community leader in all noble activities, and when we say community we do not have Lakewood in mind, but Cleveland and Greater Cleveland, for he is the recognized official leader in the best organized activity of religious education and character education in the country.

AKRON, OHIO

No one can appreciate the achievement of Superintendent Reed and his co-workers who fails to appreciate that Akron went from 70,000 to 210,000 population from 1910 to 1920, then had a hold-up industrially for a little time, when it was necessary to provide schools for the vast new population, but they did it heroically, and the returned industrial prosperity found the city elegantly provided in every way for the next increase in population.

SHAKER HEIGHTS

Superintendent C. B. Cornell has the progressive attitude safely anchored in professional sanity, which is next to impossible in a new community in which many, one might almost say "all," the people have been or have aspired to be, civic, social, or educational leaders in other communities, and have, as a whole, brought to the brilliant new community every brand of social, civic, and educational idealism from the days of Greece and Rome to that of the visionary of tomorrow.

MY PEDAGOGIC CREED

JOHN DEWEY

I believe that all school life should grow out of home life; that it should take up and continue the activities with which the child is already familiar in the home.

I believe that it should exhibit these activities to the child and reproduce them in such ways that the child will gradually learn the meaning of them, and be capable of his own part in relation to them.

I believe that this is a psychological necessity; and because this is the only way of securing continuity in the child grown, the only way of giving a background of past experience to the new ideas given in school.

I believe it is also a social necessity because the home is the form of social life in which the child has been nurtured and in connection with which he has had his moral training. It is the business of the school to deepen and extend his sense of values bound up in his home life.

—Colorado School Journal.

OUR TRAFFIC SYSTEM—A DRAMATIZATION

NORA M. HARRIS

Indiana Avenue School, Atlantic City, New Jersey

It is generally conceded that the main business of the public school is to give training in intelligent citizenship that will carry over into adult life. During the present transitional stage in our methods of educational procedure, much has been said and done by individual educators or by groups to accomplish this comprehensive objective. No longer are we attempting to instill into the child ideas of civic virtues by means of formal ethical instruction. Realizing that the pupil is a citizen and that he must assume this responsibility in an intelligent manner we are endeavoring to base our instruction throughout the grades upon real life situations.

The manner in which the social sciences have been so successfully correlated with work in English in our schools, is only one proof that every teacher, regardless of the subject taught, can link his material with human relationships, and thus train in right thinking and right acting —essential qualities of good citizenship. Thus the responsibility of making good citizens of our pupils need not rest upon the history or civics teacher alone.

This report concerns itself with one example of how seventh grade civics teaching was connected with real life situations. In this grade, as no period is set aside for formal civic instruction, each teacher must therefore make his "incidental instruction" as effective as possible. One splendid opportunity came to my four history classes when we were invited to give a dramatization of some phase of our city government at a "civic meeting" of our Parent-Teachers' Association. The honor conferred in being chosen to appear before an adult audience made the classes realize from the beginning the importance of making a presentation that would be interesting and instructive.

The lines of procedure followed were those of (1) discussing informally the general work of the various departments of our city government; (2) choosing the one making the strongest appeal; (3) selecting committees, of three or five pupils each, to gather material from the library, and to consult the city officials in order to secure accurate and up-to-date information at first hand; (4) hearing the reports of these group workers, and accordingly choosing a topic; (5) permitting volunteer committees to continue the work begun by the first groups, e.g.,—to see the work actually done at the automobile license bureau, at the headquarters of the captain of the police, and in the office of the recorder where cases of traffic violation are heard; and to secure from the fire chief, information concerning changes in the regular traffic rules when fire engines are passing; (6) weighing the values of data collected by the investigating committees and rejecting the irrelevant; (7) giving each pupil, regardless of membership on any committee, opportunity to add his bit by bringing newspaper reports of accidents, reports of actual court cases of traffic violators and of penalties imposed; by observing the signal lights under varied circumstances; (8) and finally the writing of the play. The choosing of characters and their preparation for the presentation were now comparatively easy.

One division of work, namely: traffic regulation, under the department of public safety, one of the five big departments of our commission form of government, was decided upon by the children. The question of making and keeping our city safe for pedestrian and motorist is one receiving the greatest consideration from every agency interested in civic betterment. And although our city now has the best traffic "block" system in the country, as the pupils were told by the authorities, our interest in the welfare of our citizens and visitors, and our civic pride demand the hearty co-operation of all in order to maintain a high ideal of efficiency in the protection of life. Therefore, when the pupils presented "Our Traffic System," they were aiding greatly in bringing before a group of about six hundred people, representing "The Public," a valuable lesson in "safety."

In order to incorporate into play much of the valuable material collected on the fire department, the police system with its branches—the beach patrol, city patrolmen, the traffic squads composed of footmen, mounted police, and motor cycle "cops,"—and other information pertinent to the subject, a "compromise" was effected by having a dramatization of three scenes. This decision resulted in an original, unselfish, co-operative work as outlined here:—

OUR TRAFFIC SYSTEM—A DRAMATIZATION.

Introduction.

Scene I. Securing an Automobile License.

Scene II. Traffic Officers Receiving Orders from Their Captain.

Scene III. Traffic Violators Brought Before the Recorder for a Hearing.

PRESENTATION OF OFFICERS.

The introduction contained in addition to the announcement of the characters, statistics in regard to accidents, and other interesting information. The exact questions given at the auto-license bureau to an applicant for a driver's license, the definitions of such terms as "vehicle" and "crossing," and others which he must know, were used. Copies of our traffic laws, newspaper reports, "Laws of the People" by Garrison, notes from an officer's scrap-book; and reports of actual experiences of acquaintances were deftly woven into the play. Besides this, the characters assumed the names

of the persons occupying these same positions in our city. The six traffic officers included three whose duties are at school street intersections.

Since new city traffic ordinances went into effect on the day of our play, these were included in the captain's directions to his men in the second scene. Bits of humor in the third part made the dramatization more enjoyable, for example—when the reasons given by offenders for various types of traffic violation were often so trivial, but at the same time, realistic, and also when the Recorder imposed the severest penalties provided by the law.

As a conclusion, the captain, after thanking the audience for co-operating in "helping us, your public servants—the traffic officers—to make our city safe," said: "And to our city slogan, 'Atlantic City All the Time,' let us add the three big C's,—Care, Courtesy, Co-operation!" And then, as a surprise to the audience, she presented three traffic "cops," whose presence there was due to the children's personal invitation. One of these men had recently won the prize presented by the Kiwanis Club to our city's most courteous and most efficient traffic officer. Brief remarks by these invited guests concluded our demonstration.

At this civic meeting of the Parent-Teachers' Association we were honored by the presence of a number of prominent citizens among whom were the Mayor of our city, a member of the Board of Education, and the president of the Chamber of Commerce. The favorable criticism received by the pupils, the fact that the Mayor desired a copy of the questionnaire used in the first scene, the extreme courtesy and consideration shown them when seeking information from the community's officials—all these had much weight in teaching a greater respect for our city government.

That abundant opportunity was offered (1) for cultivating initiative; (2) for fostering a spirit of co-operation; (3) for acquiring a better understanding of community civics; (4) for the development of self-activity; (5) and for vitalizing civics teaching by correlation of the work with real life situations is readily seen. By means of such demonstrations we hope that a more practical, a more patriotic quality of citizenship may be instilled, so that pupils will be an asset to our community now as well as in adult life.

WHERE IS HEAVEN?

DOUGLAS MALLOCH

Where is heaven? Not afar
Hid away behind a star,
    Not beyond the sculptured granite,
    Not upon another planet,
Not in some celestial clime
After centuries of time,
    Not a million miles above us,
    But among the hearts that love us,
Not away across the seas
But in moments such as these,
    Not among the distant places
    But among familiar faces—
Anytime and anywhere
You can find your heaven there.
Is it only in the skies?
No . . . in little children's eyes,
    In the friends that we have found us,
    In the laughter all around us,
In the joys of every day,
In our work and in our play,
    In the task we are pursuing,
    In the good that we are doing,
In our loyalty and truth,
In the heart's eternal youth,
    In the roses we have tended,
    In the folks we have befriended—
Brother, almost anywhere
You can find your heaven there!

—The Eagle Magazine.

THE WRENS

NORA MORTON ATHERTON

Early one bright summer morning,
Just before the break o' day,
I heard the first faint warning,
That my friends had come this way.
Louder came their joyous greeting,
Shriller every note and call,
For it was their first time meeting,
Since they went away last fall.
Up raised I gently from my pillow,
And flung the window wide,
For close beside my cottage window,
Sat Mr. Wren and his little bride.
That I was more than glad to see him,
All this he knew quite well,
For I had placed for him a cottage,
Close beside my window sill.
In a tree, whose leafy shadows
Did almost hide from view,
A little green house snuggled,
'Twas built for him, he knew.
So busy were they each morning,
Fixing up their home, so dear,
With sticks and straws and feathers,
Gathered in from far and near.
His song was rollicking and jolly,
And hers so plaintive and sweet,
He told her in each note he loved her,
Till his throat it seemed would break.
How could all this sweet thrilling melody,
Come from one so tiny and small?
You could see his whole body tremble,
When he sent to his mate that call,
Of love, of faith, of courage,
That floated through the air,
For she was his to cherish,
For the world he did not care.
So patiently they both did toil,
Till all was quite complete,
Then Jennie seldom ventured out,
Except when time to eat.
Then her faithful partner true
Would guard the nest a while,
Doing his duty as best he knew,
In old-fashioned husband style.

* * * * *

'Twas a morning sometime later,
That he so nervous grew,
And if you dared too close to venture,
Right at your head he flew,
And scolded you with all his might,
For you should surely know,
The babies all were fast asleep,
And he was forced to go
And gather bugs and ants and worms,
From early morn till late,
For now he must the living earn,
For the babies and his mate.
His song grew sweeter all the while,
And pride was in his eye,
For was he not a father now
And could sing a lullaby?
Thus life ran on so smooth and sweet,
Till one sad day, alas!
While busy, he forgot to keep
An eye on all who passed,
And he had promised to return
To her he loved the best,
That he might watch o'er children,
While she took a little rest.
Behind him there the danger lurked,
And in stealthy, sneaking stride,
Closer and closer the old cat came,
Safely its presence did hide.
Swiftly now, with a rush and whirl,
Its big black body sprawls,
And in its mouth is held a bird,
Caught by those tiger claws.

* * * * *

So faithfully the little mate
Watched o'er the nest all day,
Not knowing of this terrible fate,
Or that her husband lay
In a little box, all lined inside
With grasses and green leaves,
Buried deep beside the garden wall
Under the maple trees.
But ere that day was over,
She knew all was not well
And perched upon a limb close by,
A faithful sentinel.
All through the day she sat there,
Waiting for her mate's return,
Not a song or note she uttered,
For his presence she did yearn.
The babies grew weary and hungry,
To her they seemed a care,
Although her heart was breaking,
Leave them she did not dare.
The leaves with their faintest quiver
Gave hope to her heavy heart,
That only too soon was shattered,
For fate had bid them part.
The place, it seemed so lonesome,
Without that thrilling song,
The nights so dark and gruesome,
And days they were so long.

* * * * *

One day a handsome bachelor,
Friend of her husband late,
Came to call on his neighbor,
And console her in her fate.
He offered to help with the babies,
And sing them a lullaby,
Or stay her home when she left it,
And guard it from passers-by,
When first he told her his mission,
She patiently told him "No,"
Her brood and her nest she could manage,
And she kindly told him so.
But the bachelor grew to love her,
And as the days went by,
He wooed her with much courage,
Nor was he very shy.
He sang for her his love song,
And brought her big fat worms,
And tried his best to please her,
But of them she would have none.
She tried to make him understand,
In her little bird-world way,
That she was bound to another one,
And his love she'd not betray.

I'm sure she had heard that story,
That you and I know so well,
The story of Enoch Arden,
And all that sad old tale,
And she was waiting ever faithful
To that last fond memory
Of her little feathered husband,
Waiting and hoping tenderly.

* * * * *

Thus she worried sad and lonely,
Refusing Philip's help so kind,
Until her cares, they grew too many,
For her alone to mind,
When all the little babies, eight,
From out their cozy home did fly,
She needed then another mate,
Upon whose help she could rely.

* * * * *

The two together guarded well
Those eight little wayward babes,
And kept them safely from all harm,
Until the early autumn days,
When to their southern home they flew,
To bask amid the flowers,
On someone else's grassy lawn,
In other climes than ours.

A MORAL EDUCATION

JOHN D. BROOKS

Professor of Education, Wilson College, Chambersburg, Pennsylvania

His life in boyhood had been hard, extremely hard. Continuous toil in heat and cold and sometimes even hunger had been his portion. The bare attic in which he slept looked up to the open rafters of the shingle roof, and often on winter mornings he had to pick his way across the rough floor to save his bare feet from the mounds of insifted snow.

As his half-rested body stumbled down the narrow stairway, his sleep-heavy eyes saw strange phantasies in the weather-stained plastering. A man's face dimly outlined by the elements seemed to smile in benign encouragement from the wall. The picture stayed with him. As he hastened shivering through the wind-swept snow to do the morning chores in the distant cattle barn, it warmed his heart like the hand clasp of a friend. The man's face pictured a countenance very different from those he met in daily life. It seemed to speak of better things, of higher thoughts and kindlier sympathies than existed in the world he knew. Often in the heat of summer when his trembling limbs could scarcely toil longer, its remembrance seemed to breathe encouragement to his exhausted body.

Then, too, there was the school. Unfortunately he could attend only in the rough wintry weather when work on the farm was impossible. Truly it was not much of a school. The room was almost as rude and rough as his attic at home. The masters were uncouth, frequently unlearned, and often brutal. His textbooks were heirlooms, ancient, thumbed and worn. Yet here "the face" seemed doubly real. Why should it smile so encouragingly as if to say: "This is the way, this is the place"? He would then crush back his discouragement and turn once more resolutely to his almost unaided struggle for mastery of his books.

The face smiled again even more encouragingly when he purchased a candle and used a portion of his too scanty hours of rest for eager study.

One door of hope alone promised escape from his present thralldom. Could he pass the required examination and become a teacher? He gazed long and questioningly at the face on the wall. A great courage and a mighty resolve came to him. His unremitting efforts finally reached fruition. In a few months he was installed as master of his own school.

He wished he might find on the wall in his school "the face" to give him the guidance and the encouragement he so sorely needed. But his vivid memory came to his aid. For all cruelty or even indifference in the schoolroom "the face" seemed to suggest constant, patient helpfulness and interested devotion. It made the schoolroom where everything had been dull, forced and mechanical, a place of joy, of growth, of mutual understanding and achievement and confidence.

His success brought means for further study and promotion to positions of greater responsibility. Temptations without number beset his upward progress and advancement and strove to beguile him from his way, but "the face" ever pointed to the higher, the better course and guided him toward the nobler, truer aims of life until his fame and his position were established and secure.

He journeyed one day past the old homestead. The walnut tree that had grown from the kernel he planted thirty years before now over-shadowed the rough and weather-beaten dwelling. His cherry tree, fully grown from the sapling he once knew, now towered in the sunlight, loaded with fruit and echoing with the music of song-birds.

A sudden impulse seized him. He again ascended the creaking attic stairs and gazed eagerly for "the face" in the crumbling plaster. Disappointed, he sat on the topmost stair. Then, with sudden wonderment he recalled a glimpse in the glass in the room below. He descended and looked again. Yes, it was "the face" that looked out from the mirror as his own. The imprint on his heart had become engrafted upon his countenance.

His inner light had transfigured him physically as well as spiritually. His pictured ideal had been but the unconscious personification of the

innate impulses and inhibitions of his own heart.

Could he perchance translate to words its moral and spiritual messages to him? He seized his pen and wrote the following:—

WHAT "THE FACE" SAYS TO ME.

I will practice how to be a good fellow without profligacy, funny without coarseness, strong without cruelty, successful without boasting, entertaining without being a bore, and moral without trying to make other people be as good as I think I am, or as I would like to be thought.

I will find in the higher tastes and powers of my mind, when indoors, or in the activities of my body in the great outdoors, a constant means of strengthening and pleasing occupation.

I will always be cheerful in my associations with others. When I am not cheerful at heart and cannot be, I will assume cheerfulness and act the part as well as I can.

I will shape my taste continually toward those arts and those verities that are eternal and in the portrayal of which excellently, men have become immortal.

I will live in the conviction that time is the most precious thing in the world. I will never squander my own and certainly not that of my neighbor.

I will be just as daring and devoted in the discharge of my duties as a citizen as has been any hero of war in his moments of highest service.

I will do nothing that shall disgust an honest man, offend or soil the soul of a good woman, or needlessly cause a child to weep.

I will be tenacious of my convictions and recognize that other people may have different convictions and be just as honest as I am.

I will never believe evil of any person until I know it surely, and on no account will I needlessly give voice to it.

I will never look for slights, think anyone has meant to offend me, or be sensitive or suspicious.

I will be as strict as I can toward myself, and lenient as I can toward other people.

I will do nothing to any human soul that may become a bitter memory.

I will be as polite and charming to my family as I am to strangers.

I will forgive everybody every night before I go to sleep.

SOME PHASES OF THE COURSE OF STUDY PROBLEM

ROSCOE L. WEST

Trenton, New Jersey

A comparison of the courses of study published during the last five years with those which were issued ten to fifteen years ago, indicates that the meaning of the term has undergone considerable change.

Previously the course of study meant an outline of material to be taught. In many courses of study no attention was paid to the method which the teacher should use to reach the desired results in connection with the outline, nor was there any attempt made to express the objectives and outcomes which the teacher should expect. Doubtless the mechanical make-up and content of the course of study reflected the ideas of education which were current at that time.

When the chief function of education was deemed to be the inculcation of knowledge and facts it was quite natural that the course of study should be a guide to the knowledge and facts to be taught. Changing conceptions of education have made it necessary to change our ideas of what constitutes a course of study. Today we hold that education is much more than the acquirement of knowledge and information. We hold that education is both a preparation for future living and a process of using current experiences for purposes of present development.

If we accept such an idea of education then we realize that the outcomes of this process consist of attitudes, ideals, interests, appreciations, powers, as well as of knowledge and skills. We recognize that the methods used by the teacher should be employed not only as a means for the inculcation of knowledge but also as a means of developing certain viewpoints and habits of thought which are valuable in life.

For example, one of the very important objects of the school is to develop self-control and self-reliance in the lives of the pupils. Now, this self-control is developed not only as a means for future learning of a given subject, but also for the purpose of establishing the habit of self-control in order that this type of reaction may carry over into the life situations which the pupil meets both within and outside the school.

It must be evident, therefore, from these previous considerations, that from the standpoint of the meaning of present-day education, a course of study should include an analysis of the nature of the subject, of the objectives to be set up, of the material to be used, and of the activities to be followed in order to reach these objectives. In other words, the course of study is a "plan of procedure," not a body of information to be taught.

A wave of interest in making courses of study has seemed to pass over the country in recent years. This interest has been exceedingly valuable not alone because of the improvement which has been made to courses of

study, but also because of the professional education which has come to those teachers, principals and supervisors who have been concerned with these attempts at revision.

Whereas considerable thought and attention has been paid to the technique of making and publishing courses of study, very little attention has been given to the methods of causing the course of study to be properly used in a school system. Quite often a committee of teachers and supervisors work very hard in the preparation of a course of study. The course is published, is handed to the teachers and principals and remains as an ornament to the teachers' book shelf.

Supervisors who visit classes often find procedure going on and information being taught which are quite contrary to the things which are recommended in the courses of study. It would seem necessary to find out what measures can be taken to insure the proper use of courses of study by principals and teachers after they are made. This problem involves more than mere mechanical arrangement for the study of the printed pamphlet. Possibly it involves a reconstruction of the organization of the course of study so that it will become more useful to the teachers and will lend itself more readily to continuous processes of growth in a given school. Even with the improvements that have been made, a typical course of study at the present time is presented to the teacher as a perfected piece of work. The teachers are expected to study this completed course and to put over in their classrooms the recommendations contained therein. The difficulty with this procedure is that the teachers are not sharing with the committee the processes involved in making the course of study and do not understand the reasons for following the recommendations.

In a large city school system possibly fifteen persons have been engaged in making a given course of study, whereas, three, four, or five hundred are expected to use this course. It is patent that the greatest educational value comes to those who have been actually engaged in formulating the course. Thus, considerable professional improvement has come to the fifteen who are on the committee, whereas, the great majority of the teaching body has received very little stimulation except from reading the completed project. Even if the teacher reads the course thoroughly, the changes fail to sink in and she goes on in the same old way which she has always used.

Is it possible for the course of study to be so organized that the teacher who reads the course can share with the committee who makes the course, the problems which were involved and the considerations which were before the committee in arriving at a given solution? Could the course of study show, for instance, that the committee was faced with certain problems; that it consulted certain sources for help on those problems; that it found in these sources certain arguments pro and con concerning the problem; that it presents its solution for reasons given; that it recognizes that certain other phases of the problem still remain to be solved.

Would not such an organization carry the teacher of the system along with the committee and thus prove to be of inestimable value because of the share which all of the teachers would feel in the piece of work which has been adopted? This type of organization could be used for presentation of all of the various parts of the course of study such as the analysis of the nature of the subject, material to be taught, activities and procedures to be used and so on.

Suppose, further, that suggested type lessons are included in the course of study to aid teachers in their own work. Instead of presenting these type lessons as completed projects, could they not be organized in such a way that questions concerning the reasons for certain things being done could be included? Thus, the type lesson could be used by principal and teachers as a basis for discussion rather than as a model to be followed. The critical examination of such a lesson is of far more value to the teacher than an attempt to follow the model in a blind fashion. Such an organization would encourage teachers to take a more scientific attitude towards the course of study. It might stimulate them to realize that permanent improvement in classroom instruction cannot come until the rank and file keep well informed concerning investigations that are being made, test these investigations in their own situations, and be ready to pass objective judgments on their workability. There is no doubt that classroom procedure lags behind the scientific theories which have come from the careful students of education. In order to check these new theories, classroom teachers should know them, try them out, use them if good and reject them if bad. Without this connection between the laboratory and the school we shall develop a dangerous separation.

Another problem that should demand more attention than it has heretofore received, is the adaptation of the course of study to the varying situations in a single school system.

Perhaps the most significant thing which tests and measurements have shown is the wide variation which exists in the ability and accomplishment of pupils who are classified in a given grade. Any general testing of a school system reveals a large amount of overlapping between the different grades of the system. For example, a considerable per cent. of pupils will be found in grade five who excel in mental ability and in accomplishment; another considerable group in grade six, in grade seven, and possibly a few who are listed in grade eight.

This wide variation in ability and accomplishment has led some to advocate a pro-

cedure of promotion that would allow pupils to proceed through the grades as rapidly as they accomplish the work. Thus, many pupils of superior ability, according to this procedure can complete the elementary and junior high school work with a saving of one, two or three years.

There is a question whether this method of handling a problem is the wisest for the pupils concerned. There are many other factors to be considered in the education and development of the pupil besides the accomplishment in the ordinary school subjects. For example, the health of the pupil and the social status of the pupil may be as important in view of the developments of later life as the precise mental accomplishments. It is quite possible for a child to have what may be termed a "hot-house" development of the mind and at the same time to be undeveloped physically and immature from a social standpoint. Teachers in the high school are now testifying that many pupils who enter high school two to three years under-age are unable to adjust themselves to the situation and to obtain the best results from the high school course because of their physical or social immaturity. Most of these pupils are able to grasp the subject matter but miss many of the other features of the work. It would seem that there are better ways of providing work which challenges the capacity of superior children than speeding them through the grades at such a rapid rate.

If a course of study is built in a static way so that a given amount of material is provided for each grade, there is a temptation to send the bright pupils on when they have completed the work of a given grade. If, however, the course of study in its make-up recognizes that there will inevitably be different groups of ability in any grade, and provides a flexible and elastic plan of procedure for the grade, it will be possible to give to the bright pupils an enrichment of both quantity and quality which will allow them to develop in a more normal way than is possible by associating them with children who are considerably older and of different social and physical maturity. Vice-versa, no adequate provision can be made for the slower groups of a grade if the course of study is of a static and fixed nature. Under such a course the temptation will be to hold the slow pupils back and to compel them to repeat the work until they have reached what is deemed a satisfactory accomplishment of this grade's work. If, however, it is recognized that the slower groups of the grade should progress evenly but that they can take a less amount in both quantity and quality than the other groups, the course of study should be made on this theory and a procedure provided so that the work of each grade which the limited pupils are expected to do will be within the possibility of accomplishment.

Some advance has been made in recent courses of study in providing this differentiation of the course for these different groups. This has been done by outlining suggested means of enrichment for the advanced group of a grade and by providing eliminations for the limited group. In other words, it means the setting up of minimum essentials for the limited groups with an average accomplishment and an advanced accomplishment. This type of differentiation is still in its infancy so that it is difficult to state in specific terms exactly what should be expected of the different groups in a given grade. As a matter of fact it is questionable whether such a specific statement is possible for an entire school system. There is another, perhaps a more difficult problem, which faces each building and each teacher of the city in the adaptation of the course of study to her particular situation.

The course of study is made up for the city as a whole, but the different buildings of a city are not cross sections of the entire city with a make-up which is identical in per cent. of distribution to the make-up of the entire system. For example, it may be found that in a given school seventy per cent. of the pupils have an intelligence quotient of above ninety. In another school it will be found that only fifty per cent. of the pupils have an intelligence quotient above ninety. It is evident, therefore, that the best groups in a given grade of the first school mentioned will be capable of a higher degree of accomplishment than the best groups of the same grade in the second school.

It is quite possible that practically none of the pupils of a given school will be capable of the type of accomplishment which is possible to twenty-five per cent. of the pupils of another school. Again, in many situations, there is a wide variation produced in the possibilities of accomplishment in different schools because of the difference in the type of home which is represented.

In the city of Trenton, for example, there are two schools that have less than ten per cent. of the children foreign, that is, either foreign-born or with both parents foreign-born. On the other hand there are two schools that have between eighty-five and ninety per cent. of their children foreign. In these latter two schools a large per cent. of the children hear no English spoken at home and do not share in the common experiences which precede and accompany school life on which the school course of study is founded.

A mere consideration of these facts without detailed examination is sufficient to convince one that the capacity of the schools with the large per cent. of foreign children is far less than the possibilities in the school with the large per cent. of native children. A course of study made for the system as a whole needs much adaptation to meet these and other types

of differences which exist in any school system. Would it not be wise, therefore, for any school system to have its course of study work so organized that the teachers of the various schools of the city are constantly working to adapt the course of study to their own localities and situations. In other words, the teachers of each building under the leadership of their principal should be building a course of study for their own communities. This course may have as its general basis the course of study which has been made for the city as a whole but it may change materially the material which is outlined and the plan of procedure which is to be followed.

This type of differentiation will mean not only the setting up of general standards for the various grades which are different from the city standards, but it will also mean an adaptation of emphasis and method to the needs of the particular school concerned.

Take, for example, the matter of phonics which has been the subject of considerable controversy. It is well recognized that pupils differ greatly in their need for instruction and drill in phonics. There are many children who learn to read with very little drill along this line. When the work is introduced it needs no great amount of time and comes from a very definite need on the part of the pupils. On the other hand there are many pupils who need much phonetic instruction to enable them to become skilful in pronunciation of words and in digging out new words for themselves.

Because of the different composition of pupils in different schools of the city, this particular phase of reading must receive widely different emphasis. If a general course of study tries to make a recommendation concerning phonics, this recommendation will not fit many of the schools of the city, with the result that either the course of study will be condemned or it will be followed blindly with disastrous results to the child.

Many other examples of the needs for this type of differentiation could be given. Another example would be the use of industrial arts as a means of learning. There seem to be types of children who fail to acquire an ability to read well enough to secure information readily from the printed page. Abstract types of teaching which are so common in our schools do not carry over to these children. They need a great deal of concrete work and an opportunity to express themselves through their hands and through the making of specific things. Thus, the teacher who is faced with this type of class must adapt the course of study to the abilities which they show and must keep in mind that the methods which may carry over to other types of children will not succeed with those before her.

Again, the utilization of the home experiences of the pupils in the school work makes necessary a knowledge by the teacher of the home and community life from which the children come. It is absolutely impossible in a city course of study to suggest all the varieties of experiences which the children will bring to the school or to make provision for a proper school procedure when many experiences which are thought to be common do not enter into the lives of the pupils. The assumption of common home experiences for all our children is entirely unwarranted and produces an artificial type of instruction, particularly in the primary grades, so that often the things which the children need most are omitted.

It would seem, therefore, that the next steps in course of study making should be concerned with the problems of securing a wider teacher co-operation in the use of courses of study and their adaptation to the particular situations which the teachers face in their own school. This type of development will give greater returns, as measured by the efficiency of classroom teaching, than can possibly be secured by continuing on the rather stereotyped forms now being used.

We all have cause for thankfulness that we live in a humane age. Moral considerations receive increasing attention in business, in the court, in industrial life, even in international affairs. We do not narrow the word humane to our treatment of human beings; we give the word its full scope and significance only as it extends to thoughtful consideration and kindly treatment of dumb animals. We understand that a person, in the broad sense, is not humane, but is inhuman, who is cruel to his dog or his horse or his ox, or who fails to treat with kindness birds and beasts and all living things.

I am glad that the public schools impress these considerations upon the minds of our young people.

We should keep in mind the words of Horace Mann: "Whatever we wish to appear in our national character we must teach in our public schools."

—Robert F. Raymond, Justice Superior Court, Boston.

JUVENILE DELINQUENCY

Juvenile delinquency is being skilfully dealt with by the Pittsburgh Principals' Club, which deserves to be appreciated by the principals of all cities, for it is merely a demonstration of the new spirit of community service which principals of elementary schools are rendering throughout the country.

The Pittsburgh Principals' Club had a committee of five at work on the problem of juvenile delinquency for ten months, and the report is of unusual value. The facts are certainly startling, since it appears that there are more than 3,000 boys and girls in the county on parole who have at some time been before the Juvenile Court of the county. The Juvenile Court is over-crowded. The time allotted to juvenile delinquency is too short and cases are pushed too rapidly through the court.

Here are some of the suggestions of the committee, especially as to school responsibility:—

"It seems clear that some principals are too prone to pass cases of discipline on to the Juvenile Court. Too many trivial and petty cases thus find their way into Juvenile Court and clog the wheels of justice. To expedite matters and clean up the docket, the judges are too prone to pass over quickly all cases and to throw back upon the schools, on parole, offenders of all kinds. This procedure only aggravates a condition that is bad, and one which eventually becomes intolerable.

"To avoid, so far as the schools are concerned, the sending of so many cases into Court, teachers should be alert; more careful in the training of children in right habits of conduct and deportment.

"Principals of schools should refer to the Juvenile Court only such cases as involve viciousness, immorality, and the breaking of the Criminal Code. Only institutional cases should be sent to Juvenile Court. There are at present in most schools too many of these institutional cases. In a general clean-up the court must lend assistance.

"In these days of apartment homes, where the home life is more or less confined to a place for eating and sleeping, the danger for young people is greatly multiplied. Society needs to recognize the defects in this mode of living. Hence the need of more convenient public playgrounds, settlement houses, branch libraries, social centres, etc.

"Society must provide what the home lacks in places of wholesome amusement and play for the children. Conditions have changed and we have changed our modes of living. Over half our population is now living in what might be termed congested city districts. The mass of foreign population came from rural sections of Europe. They are not accustomed to close confinement, and as a result home life never assumes its proper place in their modes of living. Children are simply running wild and soon find their way into mischief.

"A general realignment in discipline and conduct on the part of parents, principals and teachers will help somewhat to prevent delinquency.

"Not only must these agencies more carefully consider this problem, but more especially must the state and its agencies take a decided stand in handling delinquency. If the state did its part there would not be so much juvenile delinquency.

"A child given probation in the city or county of Milwaukee must report in person each Saturday morning to the court to render an account of himself or herself, accompanied by a report from the principal or teacher of the school which he or she attends. In Milwaukee the burden is placed upon the delinquent, in Pittsburgh upon the court. No moral uplift or reformation will ever take place without effort. Therefore it seems that the proper time and place to make this effort upon the part of the delinquent would be during his probation period.

"Why are juvenile delinquents not required to work out their reformation? Perhaps the method pursued in Milwaukee explains why Milwaukee only disposed of forty-five cases, while Pittsburgh and Allegheny County number the cases by the thousands.

"One of the fundamental weaknesses of all Juvenile Courts in Pennsylvania, where the population is so large as to provide for more than one judge in a county, is the practice of assigning to the Juvenile Court one of their number for a limited period of time. No judge can successfully deal with the problem of juvenile delinquency without giving the matter the most serious thought and study.

"Reduce juvenile delinquency and you naturally reduce adult criminality as surely as day follows night. It may be necessary to change our laws or amend our constitution, but whatever steps are necessary to provide this court with a separate judge for a period of ten years, let it be done. The problem demands the best talent, the best thought, and the largest heart that the county affords.

"For the past few years the frequency with which changes have been made in the judge presiding over our Juvenile Court has worked havoc with the system of probation. It makes probation a farce, justice a liar, and sends boys and girls to perdition instead of saving them for God and Country.

"Why quibble about costs? The Commonwealth of Pennsylvania is too rich to ever quibble about the cost of saving a child. The only question to be considered is, what is best for the child?

"When a child is sent home on its promise to be good and knows that no notice is taken by the court, he gets an idea that all courts are a joke and laws are made to be broken.

"The need of closer co-operation of the attendance department and the Juvenile Court is evident. The problem of what to do with the widow's son who has become a truant while the widow is engaged in providing him with food and clothing is entirely too common in occurrence to be passed on as exceptional. Humanity decries the practice of assessing fines against the widow who is now overburdened with the whole care of a fatherless family of children, because of the truancy of this boy. The Juvenile Court must assume its just share of this problem. The court has a right to demand that school authorities use every reasonable means at their command before bringing the child into court. The practice or custom in some instances of assessing but one fine a year upon a parent whose children are habitual truants needs to be carefully considered. Fines should be made so severe and frequent that no one could long afford to pay them. A wholesome respect for the compulsory attendance laws needs to be instilled in all parents. That will only be done by a strict and impartial enforcement of the law.

"The selling of papers on the streets by children of tender years needs careful supervision.

"The employment of children by shoeshine merchants and other irresponsible persons, without regard to the employment certificate legalizing such employment, needs more than a friendly warning. In too many instances it only means the firing of one boy and the hiring of another until the school authorities again complain. We realize the tremendous amount of responsibility and work involved in this undertaking. The need of care and supervision never ceases. It is because we realize the need of this help that we are asking for closer co-operation of the Juvenile Court and the attendance department. The object and purpose of each is the saving of the child for a useful life. Why should there not be the most cordial and sympathetic co-operation?

"All agencies dealing with children should mutually co-operate. Since the school is located in the centre of the homes affected and deals more hours with the children than any other agency, it is a logical clearing house for all agencies, and should therefore be ready to assist any and all agencies working for the betterment of the home and lives of children.

"We ask all teachers, principals and school administrators to consider the need of a gradual realignment of the discipline in our schools, with the purpose and aim of preventing juvenile delinquency. To consider the question of readjustment of curricula to meet better, if possible, the needs of the child. To provide in some way for a more systematic training in morals and manners. To be faithful, earnest, alert at all times so that the child may profit not only by precept but by example as well. This is not to be construed as a criticism of the schools but because of the weaknesses of our modern homes a greater burden is placed upon the schools, and until such time as society will readjust itself we must strain every effort to meet this additional burden.

"We commend to the consideration of all thinking people, the need of sustaining those ancient landmarks of our ancestral homes; a family council, not a family row; an evening hour for all children in the home, no members excepted; a certain definite responsibility for each child in the home so that, early in life, they may be trained into useful members of a family as a real preparation for useful citizens of city and a nation.

"We commend the practice of some of our Juvenile Courts, of having each probationer appear at stated times before the judge or some one designated by him for the purpose of learning just how well the probationer is living up to the promises made to the court. We unhesitatingly pledge the most hearty co-operation of all school principals and teachers in furnishing the court with whatever form of report he may desire from the schools.

"We commend for careful consideration to the Governor of the Commonwealth and to the Legislature the question of providing first-class districts in the state with a separate judge for Juvenile Court, and the possible extension of the jurisdiction of this court to include all cases relating to family life, such as desertion and non-support cases, delinquent and dependent children, etc. To provide for this court an adequate salary and for full time service.

"We wish to commend the county commissioners for expressing a desire to provide a separate home for delinquent girls along similar lines now provided for boys. We trust that they will prosecute this desire with such vigor that a home for girls will be built at an early date.

"We firmly believe in the good work done for boys, but believe results would be more permanent and effective if a careful system of supervision or follow-up work were maintained.

"We believe all agencies dealing with children should mutually co-operate in order to conserve their forces and thus prevent duplication of effort and useless expenditure of money. We therefore recommend that all such agencies carefully study this problem in order to see how they may more fully co-operate than they have in the past."

INSTRUMENTAL MUSIC IN SCHOOL

One of the highly important functions of the elementary schools is the creation of orchestras and bands. We find this practice quite general and are sure that it will soon become as universal as playground equipment. There are few phases of public school activity that show better results than the time and money devoted to the promotion of instrumental music. It is not the individual player who is benefited, but the entire school; yes, and the community.

There is a thrill in music, a spirit to it that the school as a whole can get from no other school subject, and music is a school subject. No other school subject develops personal appreciation and achievement as soon and as masterfully as does instrumental music. No one can play a musical instrument carelessly. No one can play a musical instrument without being mentally alert, without thinking accurately, without keeping his attention on everything he does every second, without following in the closest way every direction on the page. He cannot loll in his chair; cannot be in an unhealthy attitude.

The musical instrument thrills the entire physical being. Watch a violinist whose arm is bare and see how the muscles quiver as rhythmically as does the violin itself. In no other school subject will every student master every detail of every lesson as in studying instrumental music, or respect the knowledge of the teacher as greatly. Another superior educational advantage is the fact that the student must work with other students loyally, devotedly, and sympathetically. No one can play until all are in tune, every one with every other one.

We were greatly impressed with all this in a recent visit to the schools of Sacramento. The superintendent, the supervisory force, and the principals and teachers recognize the value to the children who play, to the entire school and the entire system. Four competent men devote their entire time to teaching band music, and two women devote their attention to the violin. Every school has its band, which plays with admirable accuracy and spirit. The pupils are given an insight into one of the great, enjoyable vocations or avocations of life. Above all, they are given a recognizable motive in their work, and are morally the better because of it.

The Sacramento schools are among the best in the country, in achievement, in spirit, in scholarship, in harmonious fellowship. No superintendent has a more loyal group of teachers and no school system has the public behind all activities more ardently than in Sacramento, and the universal appreciation of instrumental music is responsible for much of this.

JUST SUPPOSE

If all that we say
In a single day
With never a word left out,
Were printed each night
In clear black and white,
'Twould prove queer reading, no doubt.

And then just suppose
Ere one's eyes he could close,
He must read the day's record through,
Then wouldn't one sigh,
And wouldn't he try
A great deal less talking to do?

And I more than think
That many a kink
Would be smoother in life's tangled thread,
If one-half that we say
In a single day
Were left forever unsaid.

—Author Unknown.

SOME PERILS OF THE TEACHING PROFESSION

THEODORE HALBERT WILSON
Principal St. Johnsbury Academy, St. Johnsbury, Vermont

[President's address at Caledonia County Teachers' Association, St. Johnsbury, Vermont.]

We educators are in danger. We need to recognize the perils which beset us and bravely take whatever measures are necessary to avert the danger.

I purpose to speak of ten perils. I do so because I believe that one of the greatest needs of our present educational system is for honesty and sincerity on the part of educators themselves.

1. Ever since 1918, 1919, and 1920 salaries of teachers have been improving. From the smallest and most remote rural school up through the graduate and professional schools of our largest and most advertised universities, salaries of teachers are probably better than ever before in the history of American educational institutions. Teachers are enjoying more of the luxuries of life than ever before. Teachers, in large numbers, wear fur coats and silks and satins. Many of them drive their own automobiles. Most of them secure far better living accommodations than teachers could afford ten years ago. They travel and study during vacations, as their predecessors were financially unable to do. Despite the higher cost of living, despite the larger wages paid in other occupations, the great bulk of present-day teachers are financially more fortunate than teachers have ever before been. Salary budgets never were so large as they are today.

There are indications that teachers have now reached that point where they are in danger of thinking primarily in terms of salaries. This is the first peril which I wish to mention. We educators are in danger of serving the Mammon of large salaries instead of worshiping at the shrine of the God of community service. When we yield to this temptation, our days of greatest usefulness in the teaching profession are over.

We need salaries which will enable us to live comfortably, undisturbed by thoughts of financial embarrassment, and to study and travel sufficiently to keep us growing and keep us fresh for our work. But when we receive such salaries, we should take our minds off the question of salaries, trust to the good will of the finance committees to see that we are paid as high salaries as possible, and turn our undivided attention to matters of education.

2. We are in danger, in the second place, of laying too great stress upon the date at which our schoolhouses were erected. Judging from what one reads in newspapers and also in magazines, to say nothing of what one encounters in the columns of educational journals, the schoolhouse which has been built for more than ten or fifteen years; which contains no home economics equipment, no manual training shop, no gymnasium, no lunch room, no faculty reading and lounging room, no shower baths, and no steel lockers; is inadequate and ill adapted to modern needs. Communities which permit such edifices to be used for educational purposes are often regarded as benighted, penurious, and behind the times. The only communities which are accorded the distinction of being educationally progressive, wise, and generous, are those in which school buildings are relatively new, have accommodations for experimentation with each new educational method or subject which is suggested, and cost from $200,000 to $2,000,000.

Are we educators not in danger of confusing our tools with our skill? We need comfortable, well lighted, well heated, well ventilated rooms in which to teach. We can use large reference libraries. We can use several series of maps. We can use costly edifices. We can use every convenience and comfort which is provided for us. But are not many of these things of secondary rather than of primary importance? And may we not expend far more money on these accessories than we need to spend?

The wild orgy of extravagance against which educators have always protested when indulged in by others has been creeping into our educational systems. Any economist knows only too well that extravagance long continued must eventuate in reaction. I cannot help but think that we educators are facing the peril of prolonged extravagance. If we carefully consider what things we need in order to produce superior educational results, if we ask for these things, if we allow other communities to spend more money than we on the tools of education, and if we go the even tenor of our way teaching the youth of our communities, we shall accomplish the tasks which we are called to do, and we shall save our communities from educational reaction which is sure to result from continued extravagance.

Education, in part, is an economic question. Most educators are not trained economists. But it does not require special economic training to recognize the perils involved in the matter of continually mounting costs, due to higher and higher salaries and to more and more expensive school buildings, grounds, equipment, and other "tools." The people are willing to appropriate increasingly large sums of money for educational purposes. We educators, in turn, must be careful that we are not extravagant in the uses to which we put that money. While improving our faculties, our plants, our equipment, and our methods, we owe it to society that we exercise thrift and economy in all these improvements.

3. The third peril which confronts you and

me is that of being unkind by being kind. We are human. We all have pupils in some of our classes who are mentally incapable of doing advanced work in mathematics or in language or in history or in some other subject. We all have pupils who need to spend much more time in covering subject matters than others. We all pity these unfortunate pupils. We dislike to injure their pride by keeping them back an extra year or even half a year. Our rooms may be crowded. We may grow weary of well doing with these pupils. We are tempted to pass along into the next grade, to promote them from the eighth grade to the secondary school, to keep passing them along with their mates.

We think this is a kindness. But may this not be an unkindness? It surely is an unkindness to the teacher of the grade next above. It surely is an unkindness to the secondary school. And is it not really an unkindness to the pupil himself? For he comes to the time when this process of promotion must stop. He is in deep water all the time until finally he finds that he is way beyond his depth, too late to go back and get what he ought to have received earlier in his schooling. Some of us who witness a few such cases each year experience a genuine tugging of the heart-strings as we have enacted before our eyes the awful tragedy of a boy or a girl far advanced in the teens coming face to face with the terrible fact that he or she has drifted for two, three, or even half a dozen years; and has now met defeat and failure. Would it not be a greater kindness to bring this young boy or young girl to a decision to start out on some life task which he or she could master and in which success would be virtually certain?

This thought is leading to a change of attitude on the part of educators all over the United States. They are frankly advising persons who are known to be mentally incapable of secondary or college education to stop their formal schooling and pick up a trade or a business. Do we not render to society a greater service by helping young people to enter upon a successful career than we do by retaining young people in school after they have demonstrated their unfitness for further schooling? Shall we not face this temptation, and courageously triumph over it?

4. America is primarily an industrial nation, today. The industrial viewpoint has a tendency to blind people so that they do not see anything but the industrial viewpoint. When this viewpoint takes possession of educators, curricula soon are changed so as to conform to the industrial standards. This process has been going on in our schools for several years.

Many of us teachers have encountered the same sort of individuals of whom Principal Alfred E. Stearns writes in his exceedingly stimulating book entitled "The Challenge of Youth"—individuals who do not wish their sons to study Latin, or history, or grammar, or Bible; but to take those subjects only which are practical. Some of us would differ with these parents as to the practicability of numerous subjects. That is practical which directly assists toward the accomplishment of a desired end. If that desired end is a broad, general culture, a familiarity with ideas and persons, nations, a liberal-mindedness, an acquaintance with those tendencies and personalities which have produced our modern civilization, then Latin, and history, and grammar, and Bible are as practical as any subjects every taught in any school. If, however, that desired end is a speedy introduction to a salaried position, then these subjects are not practical.

You and I are in danger of being rushed into many educational fads and frills. We are in danger of converting our schools into apprentice shops for various industries. We are in danger of attempting to present too many subjects. Educationally, mentally, morally, it is far better to teach one subject thoroughly than to teach ten subjects superficially. Superficiality in thinking on moral and civic problems may be directly traceable to superficiality in thinking on the numerous subjects offered in some of our present-day schools.

One way in which we can render untold service to our day and generation is by teaching our pupils to be thorough, to become masters of a few subjects, and to have a broad, liberal-minded, thoughtful, and cultured attitude. Such an education temporarily postpones the receipt of a pay envelope at the end of the week; but it permanently elevates the individual life and lifts the level of the community and national life.

5. The fifth peril which I would mention, is that of confusing methods with goals, means with ends. We educators ought not to busy ourselves with the question as to whether there is a Department of Education. We ought to throw ourselves into the task of education. If we wish to elevate education to the position of prominence to which these agitators declare education will be raised by the creation of a Department of Education, the thing for us to do is to demonstrate that education actually is occupying such a position of prestige. We ought to be producing boys and girls who can read intelligently, who can write legibly and correctly, who can speak clearly and accurately, who can figure readily and without error, and who can think logically and convincingly. These results must be brought about by you and by me in our daily routine work with our pupils.

6. Another peril which we face is that of uniformity. No two leaves are alike. No two grains of sand are alike. No two dogs are alike. The Wise Creator was as careful when He made boys and girls as He was when He made dogs and sand and leaves. Our

present educational system tends toward standardizing our product, toward making our product uniform. The present standardized tests do not diminish this danger. While we are helping the individual boys and girls master the tools of knowledge, we must be on our guard lest we permit those tools to master the boys and girls. We are apt to allow our pupils to repeat the words of a textbook, or to give back to us in parrot fashion the statements which we ourselves have made. When we persist in this practice, we are not developing our pupils' minds, we are merely testing their memories. Our task is to make each boy and each girl think for himself and herself.

7. Hardly a week goes by without some request coming to my desk that I interest the pupils in some plan for raising money for some worthy object, or in some plan for developing some new scheme. Were I to make place in our school for all of these projects, the regular school work would be sidetracked almost, if not quite, completely. The school would become an organization to which every agency desirous of spreading any propaganda would turn. Here are the pupils. They are supposed to do what their teachers tell them to do. What is easier than for every Tom, Dick, and Harry of an organization to sit down and write a letter to the principals of several schools and endeavor to utilize this ready-to-hand institution to raise the money which adults are too indifferent or too busy to raise; to launch some community scheme which adults do not take to kindly; to spread into the homes propaganda which, if sent by printed page, would be thrown into the waste-basket or burned up? We are in danger of falling into the trap and utilizing the school for propaganda purposes. Against this we must be on our guard.

8. Coming to a much more personal peril, I wish to warn myself and you against the danger of becoming set in our ways. A few months ago I chanced to be talking with an educator who had been spending some little time visiting schools. I inquired concerning one teacher in a school which I knew my friend had visited. My friend replied: "That teacher has taught so long that she expects her pupils each year to make the same mistakes that were made the previous year. She resigns herself to the inevitable. She fails to realize that those mistakes are brand new to the present pupils. She makes the class feel the accumulation of annual mistakes. They feel oppressed."

I believe this might perhaps, in varying degrees, be said of most of us teachers. We get set in our ways. We do not approach each day's work with a freshness which will be contagious. We expect the age-old mistakes. We present material in the same way in which we have presented it a dozen times before. Or, still worse, we dole out day by day the same material which was doled out to us when we were in the same grade as that in which our pupils are now.

9. One of the most pernicious perils is that of becoming swamped with routine. The good old days when a teacher taught school and then had an opportunity to get his mind off school affairs for a few hours seem to have gone. I, for one, hope they have not gone forever.

With the present condition in our schools, I sometimes think that the teaching is in danger of becoming subordinate to countless other details. With our Headmasters' Club eligibility rules, teachers in secondary schools are expected to figure out each athlete's rank once a week. With our interscholastic athletics, some of the teachers are expected to do grilling work with athletes for an hour or an hour and a half each day. With our numerous undergraduate organizations for social, recreational, debating, musical, and other purposes, other teachers are drafted to serve as faculty adviser for these activities. In some schools the teachers are expected to serve as community leaders and arrange for every conceivable form of community enterprise. In many schools teachers are obliged to make out detailed outlines of their lessons for each day in the week, and to present these lesson plans to their immediate administrative superiors.

I know of some teachers who would be excellent teachers if only they had their time for teaching; but who are mediocre teachers because they are literally immersed in routine. As educators, you and I cannot afford to allow education to be sidetracked by administration. We need time to read, to study, to play.

10. Finally, I believe that we need to be jealous of our opportunities to mingle intimately with persons who are engaged in occupations other than that of education. Our tendency, I think, is to form cliques. Part of this may, in some communities, be due to the residents. But often much of this is due to ourselves. We like to talk shop. We delight in talking methods, and plans, and programs, and questions of discipline. We revel in talking textbooks. We find untold satisfaction in relating some of the amusing incidents in our classrooms.

A certain amount of this interchange of ideas and experiences is invaluable to us all, but too much of it is possible, and is most unfortunate. We can learn a great deal from contact with other persons whose occupations give them a little different outlook on life and life's problems.

I find considerable refreshment in talking with automobile enthusiasts. They approach questions from an angle quite unlike that ordinarily evidenced in conferences of educators. I do not find many automobile enthusiasts who boast of the amount of time they spend in

tinkering a balky machine. It seems to be a breach of automobile etiquette to talk about such matters.

I find that automobile enthusiasts do not say much about the looks of their machines. They tell how dependable their machines are, how comfortable they are, how many delightful trips they have taken, what places they have visited. They seem to wish to keep their machines looking respectable, but they are primarily interested in having their machines function satisfactorily and carry them where they desire to go.

I find that automobile enthusiasts boast not of how much money they have spent or intend to spend on their machines, but rather of how little money it costs them for upkeep and for maintenance.

I find that some automobile enthusiasts are apt to become obsessed with the notion that they must own as expensive machines as some of their neighbors own, or at least, drive. This is the most vicious fault I have discovered with automobilists, I believe. And it is a fault. It is a serious fault.

On these Vermont roads of ours, with such curves and bends that we travel ten miles when we actually go only six or seven miles, we do not need speedy machines. An inexpensive Ford or a reliable Chevrolet or a dependable Dodge will carry us as rapidly as we ought to travel. In the congested sections of our cities in Southern New England, traffic police are located at every important and dangerous crossing, and they force all drivers to keep in line. A Ford progresses as rapidly and as surely as a Packard or a Rolls-Royce. Not looks, not expense, but dependability alone counts.

And when I have chatted with automobile enthusiasts I take another look at myself as an educator, and I say to myself: Are not they right in their viewpoint? Ought not I as an educator to spend less time tinkering the mechanism, less time looking at the exterior of the school plant, less time thinking of additional ways in which to spend money on accessories which would be good to look upon and of some slight assistance but of no genuine necessity?

Ought not I to stop thinking about "Keeping up with Lizzie" in the matter of the amount of money expended on my school, and devote more of my time to making sure I drive my educational machine so carefully around the innumerable dangerous curves and through the trying congested sections of mental development that I shall be sure, without mishap to any one, to bring my precious cargo to the goal for which we started?

PRESIDENT COOLIDGE AS A STYLIST

BY GEORGE HORACE LORIMER

[Saturday Evening Post.]

It is so much easier to praise a speech than to read and analyze it that most men follow the lines of least resistance and concede at once that any inaugural address delivered by a President of the United States is a fine and worthy effort and deserves to rank among the great state papers in our national archives. In the early days of March, while inaugural commotion still rings in the ears, critical faculties are dulled and compliments are cheap. The real test of an inaugural address comes when it is read or reread months or years or generations after it was delivered, for the best of all critics is old Father Time.

It would still be premature to attempt to assign a definite rank to Mr. Coolidge's speech of March 4. It is not too early, however, to direct attention to some of its outstanding characteristics and to apply to them certain well-established tests of permanent value. The President's speech is logical. It is brief and clear. Its language is simple; and its style has the directness and precision that comes to some men after much reading of the Bible. Abraham Lincoln had such a style in an even higher degree. Certain paragraphs, as was inevitable, consist of passing comment on passing conditions. Others give pointed expression to underlying political verities; and these, presumably, will hold good as long as our present form of government endures. Truth was never yet crushed to earth because it went forth clothed in neat and pithy language.

Style and logic alone do not make a great speech. We do not look to Euclid for eloquence. The heart must help the head if men are to be deeply moved. The mind works coldly and its creations will be bleak indeed if there is no heart to warm them. The speeches that are read and re-read are those that glow with sympathy; not the sympathy of blind good will, but the sympathy of an understanding fellowship.

HISTORY OF COMMERCE IN THE UNITED STATES

["History of Commerce in the United States." By Clive Day, Ph.D., Yale University. Cloth. Illustrated. 394 pages. 55 Fifth avenue, New York, Chicago, Boston: Longmans, Green and Company.]

The study of commerce is now as vital a matter in education as any subject in the Junior and Senior High School, but it must be studied in an attractive, wholesome, masterful way.

The security of the prosperity of the United States is largely involved in the commerce of the world and its relation to the United States and to every section of the United States.

The United States of today is the outcome of one commercial warfare after another. A child needs to see clearly the transportation conflict of today when the interurban street car jeopardizes the profits of the steam railroad, and the way the bus lines are affecting both steam roads and street cars, and the way taxicabs are disturbing the bus lines. This is important that he may fully appreciate how the commerce on rivers was affected by commerce on the canals, how steamships affected sailing vessels.

A child needs to appreciate how the opening of a new line of fast steamships from England to Rio Janeiro affects South American business in New York and Boston.

It is highly important that students should appreciate the problem of commerce which makes it worth while for the Ford Company to invest millions of dollars in land and buildings on the Charles River, near Boston, and on the Delaware River, near Philadelphia, for mammoth assembling plants.

Clive Day has rendered America a great service in bringing together, so brilliantly, almost dazzlingly, the thrilling, throbbing conflicts of invention, discovery and enterprise which have made the United States the world power financially which it is today.

We have lived through many of these great warfares of commerce, and yet we are more fascinated with the story as Clive Day tells it than with any story of our wars or of political upheavals.

We are confident that nothing will do more to stabilize the youth of America than the study of such a book as Clive Day has produced.

EDUCATIONAL SOCIOLOGY

["Foundations of Educational Sociology." By Charles C. Peters, Ph.D., Ohio Wesleyan University. Cloth. 447 pages. New York: The Macmillan Company.]

Whatever one may think of surveys and surveyors through the heterogeneous results that often appear so ridiculous, we should all do well to read with thoughtful attention this remarkably interesting book of Dr. Peters, "Foundations of Educational Sociology." Personally we have tried devotedly to believe in surveys and surveyors. We have never had the faintest question about the necessity of educational surveys, but when we have been ready to shout for the whole principle of the survey some surveyor has presented something so assinine that we have been profoundly grateful for our silence.

We have also been tempted often to say what we think of some of the tomfoolery of surveys, and are really more grateful that we have never done it.

Of one thing we are entirely sure, that common sense is of infinitely more importance to a surveyor than specialization. "Captain January" said only three things are needed to bring up a child: "Common sense; the help of the Lord; and a cow." We are sure that surveyors all need common sense and the help of the Lord.

We say it reverently: We are thankful that we have lived to read Dr. Peters' "Foundations of Educational Sociology," for we have read it sympathetically, resisting the temptations at times to suggest a little common sense and help of the Lord, for he always comes out sanely.

It was necessary for him to serve up an almost endless amount of material at times in order to demonstrate sanity, but by and by he will winnow the essentials and give the school people the book they have so greatly needed. It is by far the most satisfactory book we have seen by way of a demonstration of possible genuine service through faithful study of real human conditions.

WHAT IS THE NATIONAL EDUCATION ASSOCIATION?

The N. E. A. is the voice of American educators.
It broadcasts the educational ideals of the country.
It keynotes the aspirations of thinking people.
It gives direction to the aims of education.
It brings to the spotlight worthy school activities.
It helps to organize unorganized units.
It serves as a clearing-house for local and State associations.
It advocates better salaries for better teachers.
It defends the good name of the teacher.
It works for the youth of America.
It is the power plant of the public school.

—New York State Education Journal.

BOOK TABLE

[No publisher or author dictates one line that goes on this page. Nothing is said on this page that the Editor or his official representative does not believe to be true.]

ESSENTIALS OF ENGLISH. Six-Book Edition. By Henry Carr Pearson, principal Horace Mann School, Teachers College, Columbia University, and Mary Frederika Kirchwey, also of Horace Mann School. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

These six books reached me a few days after I saw the work of the teachers in the Horace Mann School, which accounts in part for the enthusiasm with which I write. I realize that Dr. Pearson's teachers have exceptional conditions for achievement, that the pupils have especially good teaching of English in every class, every day, and examples of good English in their homes and in their play associates so that I am never surprised at the excellent work in the classroom, but I am greatly pleased to see that the authors make it possible for teachers under ordinary conditions with any class of children to get the best of results in English. Evidently these six books contain the best methods and devices which are the results of the application of the best principles discovered in practice in this remarkable school.

Book One, 180 pages, is a skilful approach to a desire to know what is good English, how to use good English, how to know when one's language at home and on the street is good English.

Book Two, 130 pages. In Book One the children will certainly enjoy the beautiful pictures that suggest good English, and in Book Two they will enjoy telling stories in the class, reading interesting stories in the class and silently, writing short letters that they want to write to some one to whom they wish to write, and they will learn to know when they say or write things successfully.

Book Three, 120 pages, has much action in it and gives much information which the children will enjoy knowing, but this book starts off with special opportunities to enjoy jokes and to tell jokes. The first purpose of Book Three is to have the children interested in what they need to know and do rather than in what they like to know and do. It is a book of real purpose.

Book Four, 112 pages, is really a book of large Projects, requires stiff thinking and then keen judgment as to the effect of their writing in the matter of correctness from the teacher's standpoint and of the opinion of whoever reads it.

Book Five, 232 pages, and Book Six, 240 pages, are what used to be called real grammar, through which the pupils become critical as to the correct use of words, phrases, sentences, paragraphs, and the effective use as well as the correct use.

Every feature of these books is up-to-the minute from the standpoint of teaching and of learning to think, speak and write to the best effect.

The authors have a really noble purpose for pupil achievement in each of the six books, and they have worked out the latest professional detail brilliantly, and the publishers have left nothing to be desired in artistic effect.

THE DECROLY CLASS. A Contribution to Elementary Education. By Amélie Hamaide. New York: E. P. Dutton and Company.

"The Decroly Class" is a study of the remarkable work of Dr. Ovide Decroly, who is regarded today by many as the greatest contemporary educator in Europe. It is written by Amélie Hamaide, a collaborator of Decroly's and whose use of the Decroly method in her work in a Brussels grammar school is noteworthy. The book is translated by Jean Lee Hunt and is published with the cooperation of the Belgian Educational Foundation. The Preface is written by Professor Ed Claparede.

"The Decroly Class" contains the history of the life work of Dr. Decroly, and the principles underlying his scheme for a more effective and practical type of education in the elementary school. It is a book of the highest interest to the students of the newer ideals in education, and will afford abundant inspiration and a wealth of practical ideas for the teacher in service.

This is the inspiring story of how and why the little school founded by Ovide Decroly, physician, psychologist, and educator in Brussels, has become the model for a rapidly increasing number of "Decroly Classes" in the city schools of Belgium and is now beginning to exert a wide influence on educational thought and practice elsewhere.

Miss Jean Lee Hunt is always discovering the best things written and by translation and promotion is promoting the best educational activities of America.

INSTINCT, INTELLIGENCE AND CHARACTER. An Educational Psychology. By Godfrey H. Thomson, Ph.D. Cloth. 282 pages. New York: Longmans, Green and Company.

These twenty-six lectures, delivered at Teachers College, Columbia University, last year by the Professor of Education, Armstrong College, Newcastle-upon-Tyne, produced such an effect upon faculty and students that Dean James Earl Russell and Dr. E. L. Thorndike and the enterprising publishers, Longmans, Green and Company induced Dr. Godfrey H. Thomson to prepare them for publication and they make a volume of rare worth at this time.

The highway from Instinct to Character through Intelligence without detours is made a genuine educational psychology.

We have not been so deeply interested in any articles or chapters on Educational Psychology for many a day as in these lectures. We think they gain much in being in number twenty-six rather than sixteen or six. For instance, "The Laws of Heredity" with which every one is familiar gains much by standing alone and introducing new material as in the case of Ivan P. Pawlow, who trained white mice to run to feeding on the ringing of an electric bell. It took 300 lessons with the first generation, 100 lessons with the next generation, 30 lessons with the third generation, ten with the fourth and only five lessons with the fifth generation.

Thus in each of the twenty-six lectures Dr. Thomson deals with a subject as a personality. He demonstrates adequate familiarity with all psychological conventionalities of recent times as well as with the more or less freaky individualism, and evolves a fairly good psychological personality for Play, Nature of Satisfaction and Dissatisfaction, Imagery, Brain Localization, Use of Words in Thought, Prejudices, etc.

The two most alluring chapters to us were those dealing with the extent to which habits enforced by authority improve character, and the chapter on Intelligence Tests. We could wish that the chapter on the relation of enforced habits and character were in a booklet by itself.

The most satisfactory lecture to us, probably, is the one on "Intelligence Tests," because there is no spirit of positive or negative propaganda such as seems inevitable in our

American writers. We certainly wish this lecture were available as a monograph and that some one would scatter it widely.

The twenty-six lectures make a notable contribution at a time when such lectures are seriously needed by American students and teachers.

EXERCISES IN BUSINESS ARITHMETIC. By Frank D. McElroy, assistant superintendent, Akron, and Irene Vanouse of Akron. New York: Henry Holt and Company.

Akron has made many notable advances in recent years. Superintendent Carroll R. Reed has rare ability in inspiring his associates to do exceptionally good work and then gives them abundant freedom to develop personality in the perfection of their ideas.

"Exercises in Business Arithmetic," by his assistant superintendent and one of the high school teachers, is an interesting demonstration of this co-operation. Here are 100 pages of class work on the individual plan of achievement. Every page is a unit of achievement. Perfection in the work of each page makes adequate preparation for the next page. When the 100 pages have been accomplished the student writes his name and date and answers a series of pertinent questions.

You have finished your Exercises in Business Arithmetic. Would your work be satisfactory in a business office? Have you always made sure that your results were right before handing in an exercise? Do you feel certain of your own results? Can you add, subtract, multiply, and divide accurately and with reasonable speed? Can you prove your work? Demonstrate a method of proving the result in each of the fundamental operations.

Are your figures neat and legible? Do you make each figure so that it cannot be mistaken for another? Are you careful to make legible corrections when necessary, never writing one figure over another? Do you make your figures small enough so that they fit neatly into the ruled forms? Never run your figures together.

Can you make out a bill in correct form? Can you write a check? Can you enter invoices and payments in a purchases book? Can you figure interest and discount? Can you make out a pay roll accurately, so that employees could be paid without having your work checked by another?

Can you compile statistics regarding a business, taking an intelligent interest in the meaning of each step? Such work cannot be intelligently done unless you grasp the significance of each report. When you take your first position, try to understand the meaning and the use of each piece of work which you do. Work done mechanically will not mean progress for you.

If you can do these things, this course has been satisfactorily completed.

COMPOSICION ORAL Y ESCRITA. Exercises for oral and written Spanish. By Julián Moreno-Lacalle, dean of the Spanish School, Middlebury College. Cloth. xii+138 pages. Price, $1.00. Brattleboro, Vermont: Vermont Printing Company.

Professor Moreno-Lacalle has been a remarkably successful Spanish teacher, both at the United States Naval Academy and at Middlebury College, where he has been primarily responsible for the splendid results attained in the summer school of Spanish. His textbook activities have been no less conspicuous—he has produced a modern type of Spanish grammar, "Elementos de Español"; "Spanish Pronunciation," a scientific yet practical handbook; and this interesting new composition book for Spanish classes. He has also found time to act as general editor of "The Standard Spanish Series," which includes Barja's excellent "Liros y autores clásicos" and this book, as well as a number of other volumes still in preparation.

In "Composición oral y escrita" there are thirty-six lessons of graduated difficulty, intended for use in classes in which the fundamentals of Spanish grammar have been mastered and some vocabulary acquired. All the lessons have as their starting-point and centre a brief Spanish anecdote of humorous nature, expressed in the living language of today. Following this are verb-drills, substitution exercises, drill in synonyms and antonyms, translation exercises, reproduction exercises, etc. The translation exercises are profusely annotated, to prevent their becoming mere transliteration. Printed questions are omitted as a matter of principle; it is believed that the teacher can best compose his own questions, and that printed questions tend to make oral work stilted. (In this the vast majority of language teachers are in entire agreement with Moreno-Lacalle.) In part II are twenty-four additional anecdotes, which may be treated in the same fashion as those in the lessons, though perhaps with even greater flexibility, teacher and pupils having now acquired the method. The vocabulary is full and accurate. Suggestions to teachers are provided, and the author has also prepared a very useful paper on the teaching of composition, which we believe it is still possible to obtain.

THE SCIENCE OF EVERYDAY LIFE. By Edgar F. Van Buskirk, A. M., and Edith Lillian Smith, A. B. Revised and Enlarged. Cloth. Illustrated. 500 pages. Boston, New York, Chicago, San Francisco: Houghton Mifflin Company.

"The same adventurous spirit which prompts boys and girls to experiment with radio has led to the achievements of Marconi, Edison, Madame Curie, and other scientists."

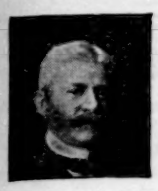
This slogan of "The Science of Everyday Life" tells the whole story. Van Buskirk and Smith have not prepared a mere textbook with lessons to be learned and recited, with experiments and demonstrations in the laboratory, but we think they have succeeded in their purpose to inspire students of science to adventure ideas of their own while the virility of youth is functioning.

Most of the great inventions of the world had their germination in the mind of boyhood or youth.

Any lesson learned merely to recite, any work in the laboratory that is done to meet the approval of the teacher is of slight value. It is the strain in the breed that brings the high price. It is a Richard Fairfax Hereford and not a Hereford that brings $50,000.

The value of Man-of-War, which is said to approximate $100,000 a year for service, is heightened every time one of his descendants strikes a new pace on the track.

Any teacher will speak a thousand times of having had Art Smith as a student, or Herbert Hoover, than of one thousand boys who got one hundred per cent. in every subject. The one hundred per cent. a boy gets in school dies with his graduation unless he does something with his one hundred per cent. when he gets out in "everyday life." The author whose thought is on the "everyday life" of graduates renders the world as well as the student a noble service.



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EDUCATION IN ACTION

This department is open to contributions from anyone connected with schools or school events in any part of the country. Items of more than local interest relating to any phase of school work or school administration are acceptable as news. Contributions must be signed to secure insertion.

Several outstanding leaders in recent educational developments have been engaged for participation in composite unit courses, "New Educational Organizations" and "Adapting the School to Individual Needs," at the 1925 summer session of the University of Cincinnati. Charles L. Spain, deputy superintendent of schools of Detroit, Michigan; Dr. Bird T. Baldwin, director of the Iowa Child Welfare Research Station, and James M. Glass, director of Junior High Schools in Pennsylvania, will each be in attendance for a week, lecturing twice daily and conducting individual conferences. Rena Stebbins, instructor in Educational Measurements at the City Normal School, Rochester, N. Y., will teach throughout the session. In addition, the National Committee for the Prevention of Blindness has selected Cincinnati as its centre for the training of teachers and supervisors of sight conservation classes, and a complete program of instructional, observational and clinic work will form a part of the summer session. The summer term is June 22 to July 31.

The West Virginia Character Education Committee will distribute throughout the state, the "Platform for Character Education" as adopted by the committee, and the "Children's Morality Code." State Superintendent George M. Ford has requested the distribution by the Character Education Institution to all superintendents, supervisors and high school principals, the circular of advice prepared by Milton Fairchild for high school use.

A $5,000 gift to Yale University made by Mrs. Philip J. Goodhart and her son, Howard L. Goodhart, Yale 1905, of New York City, for the benefit of work in the Yale School of Medicine, will be used to further the experiments of Dr. Francis G. Blake, of the Department of Internal Medicine, in the investigation of scarlet fever antitoxin.

Rural vacation schools were maintained last summer in twenty-four Virginia counties, with an enrollment of 3,847.

The Revere Women Principals Club, at their meeting held March 17, 1925, voted to express their deep satisfaction in regard to the candidacy of Miss Mary McSkimmon, as president of the National Education Association. Miss McSkimmon's splendid work as educator and leader renders her peculiarly well qualified for this position, and the Club express themselves heartily in sympathy with the campaign for this candidate from their own state.

A report of a committee appointed by the Harvard Overseers to visit the Bussey institution, which has charge of the famous Arboretum in West Roxbury, suggests the establishment of a graduate school of agriculture for the further training of teachers of agriculture throughout the nation.

William A. Clark, Jr., son of the late former Senator W. A. Clark, has a fortune estimated at $40,000,000. When he receives his share of his father's $100,000,000 he will probably be the richest man in California. What will he do for education?

President MacCracken of Vassar has announced that hereafter scholarships will be offered to a large number of candidates of exceptional promise. The new plan provides four-year scholarships open to candidates of the freshman class and carried through the four years upon successful work. A considerable number will be of two hundred dollars and some will be four hundred dollars. The smallest of these, it is expected, will more than offset the recent increase in tuition fees to one thousand dollars.

Since these scholarships will be awarded on the basis of merit they will be in no sense charities. A statement concerning scholarships in the will of the founder of Vassar merits quotation: "It is intended that the honor of being selected as participants of the privileges contemplated by this section shall be regarded as proof of the superior promise of such students, and just warrant for the expectation that their education will reflect great credit on the college, and thus repay the benefits conferred on them."

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Captain Ralph Earle, naval inspector of ordnance at Newport, R. I., will become president of Worcester (Mass.) Polytechnic Institute next September as successor to Dr. Ira N. Hollis, who resigned some time ago. Captain Earle is a native of Worcester and was a student of the Institute when he passed his examination for the Naval Academy, from which he was graduated in 1896.

The second Student Union convention of co-educational colleges of New England will meet at the University of Vermont in Burlington, April 23-25. Among other problems the honor and cut systems will probably be considered.

The sections of the freshman class at Dartmouth, made last September, were based upon psychological tests. Statistics recently made public show that the grades given for the last semester tend strongly to confirm the results of the tests. The psychological examination used has been published by the American Council on Education "for official use in accredited colleges and universities," and its use will constitute the most extensive experiment so far undertaken for the standardization of mental measurement in colleges.

Dr. Charles Curtis Harrison, president of the University Museum, former provost of the University of Pennsylvania, educator and philanthropist, has been awarded the Edward Bok prize for distinguished citizenship. The prize includes a check for $10,000, a gold medal, and an illuminated testimonial. It is given to the man or woman living in Philadelphia, its suburbs or its vicinity, who, in the judgment of the board of trustees of the award, "shall in the past year have performed or brought to its culmination an act, or contributed a service calculated to advance the best and largest interests of Philadelphia."

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MEETINGS TO BE HELD

APRIL

29-May 1: National University Extension Association, University, Kansas.

30-May 2: Mississippi Teachers Association, Jackson, Miss.

MAY

1: American Council on Education, Washington, D. C.

1: Mississippi Classical Association, Jackson, Miss.

1-2: Classical Association of the Atlantic States, Swarthmore, Pa.

6: National Security League, New York City.

6-7: Indiana Music Teachers Association, Logansport, Ind.

8-9: Nebraska History Teachers Association, Lincoln, Nebr.

8-11: American Association for the Study of the Feeble Minded, Raleigh, N. C.

9: New England Modern Language Association, Boston, Mass.

9: New England School Library Association, Manchester, N. H.

21-23: Associated Harvard Clubs, Baltimore, Maryland.

25-29: American Medical Association, Atlantic City, New Jersey.

JUNE

10-17: American Association of Social Workers, Denver, Colorado.

10-17: National Conference of Social Work, Denver, Colorado.

11-13: Georgia State High School Teachers Association, Athens, Georgia.

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22-27. American Physical Education Association, Los Angeles, Calif.

28-July 4. National Education Association, Indianapolis, Indiana.

28-July 1: Catholic Educational Association, Covington, Kentucky.

JULY

1: Music Teachers Association of California, San Francisco, California.

6-11: American Library Association, Seattle, Wash.

29-31: National Association of Teachers in Colored Schools, Durham, N. C.

AUGUST

1-6: American Home Economics Association, San Francisco, California.

10-15: Association of Agricultural Teachers of New York, Ithaca, N. Y.

SEPTEMBER

3: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER

10: Wyoming State Teachers Association, Casper.

14-17: National League of Compulsory Education Officials, Duluth, Minnesota.

19: California Teachers Association, Northern Section, Sacramento.

22-24: Indiana State Teachers Association, Indianapolis.

22-24: Utah Educational Association, Salt Lake City.

26-30: Washington Educational Association, Seattle.

29-30: Illinois State School Board Association, Decatur.

29-31: Rhode Island Institute of Instruction, Providence.

NOVEMBER

5: Wisconsin Association of Mathematics Teachers, Milwaukee.

Wisconsin Association of Modern Foreign Language Teachers, Milwaukee.

Wisconsin Association of Vocational Schools, Milwaukee.

5-6: Iowa Home Economics Association, Des Moines.

5-6: Kansas Association of Teachers of English, Kansas City.

5-7: Colorado Education Association, Denver.

5-7: Iowa Association of Teachers of English, Des Moines.

5-7: Iowa State Teachers Association, Des Moines.

5-7: Kansas State Teachers Association, Kansas City, Coffeyville, Emporia, Wichita, Dodge City, Salina.

5-7: Minnesota Education Association, St. Paul.

5-7: Wisconsin Teachers Association, Milwaukee.

6-7: Pennsylvania Association of Deans and Advisers of Women, Harrisburg.

6-7: Wisconsin Physical Education Association, Milwaukee.

7: College Entrance Examination Board, New York City.

9-10: National Association of State Universities in the United States of America, Chicago, Illinois.

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